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ABSTRACT

A collection of student, class, and school foreign language activities suggests a variety of projects and describes three specific school efforts. The suggested activities include: (1) individual student efforts such as writing to pen-pals; (2) group activities such as a foreign language auction or sing-along; (3) group projects for the school such as exhibits; (4) student involvement with the community in assembly programs; (5) essay, photo, or poster contests; (6) activities with teacher involvement such as field trips or faculty foreign language courses; (7) interdisciplinary, school-wide activities such as foreign coin study in mathematics classes or immigration study in social studies; (8) school-wide foreign language projects such as a cookbook or cooking demonstration; (9) community involvement such as store window displays featuring a foreign country, or radio or television announcements of foreign langauge cultural events; (10) foreign language services in the community such as visits or performances at local service organizations, or displays at libraries or community centers; (11) government involvement such as letters to government agencies concerning the importance of foreign languages, or a request for an official's endorsement of language learning; and (12) career-related activities such as field trips to see foreign languages used on the job. The three specific activities highlighted include a university's French fair, a junior high school's Latin American evening, and a high school's language Olympics. (MSE)

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# FL ACTIVITIES & FESTIVALS

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## STUDENT ACTIVITIES

Have all foreign language students and as many others as possible wear foreign language badges.
Write to foreign pen pals.
Have a foreign language sing-along.
Have a foreign language treasure hunt.
Hold a foreign language auction.
Have students write articles for the school newspaper about (and in) foreign language.
Eat in a foreign restaurant.
Post foreign language signs in the school labeling offices, water fountains, entrances and exits, and other equipment.

## STUDENT PROJECTS

Make a foreign language "message poster," and have it centrally located in the school.
Collect and display paintings by foreign artists, pictures of statues, temples, monuments, theaters, and arches.
Make posters showing foreign language words and phrases commonly used in English or foreign language derivatives in English.
Exhibit dolls dressed in foreign costumes, soap models, or students' notebooks.
Have special exhibits in foreign language classrooms.
Use a hall bulletin board to display pictures, cartoons, clippings, etc. pertaining to foreign languages.
Have foreign language students prepare bulletin boards and display cases for other areas (e.g., a chart of French mathematics for the math room, a list of word origins for the language arts area, a display of foreign art pieces for the art room, etc.).
Set up foreign tables in the lunchroom. Invite observers as well as participants.
Have students post the school menu in foreign languages.
Design foreign language greeting cards.

## STUDENT INVOLVEMENT WITH SCHOOL AND COMMUNITY

Hold assembly programs:
Have a student speaker explain the value of foreign language study.
Duplicate quiz shows and use the auditorium during lunch hour to pit foreign language classes against each other. Invite observers.
Have a quiz program or panel discussion involving questions on word derivation, history, etc.

## CONTESTS

Have an essay contest on a particular theme (e.g., foreign culture in American cities).
Have a poster contest on a particular theme (e.g., foreign languages and the world of work).
Have a photographic essay contest (collages, photos, clippings from various sources with descriptive comments).
Sponsor a logo contest. Make a presentation to an art, foreign language, and English class on signs and symbols of language. Afterwards, have students create their own logos.

***For each contest, give away prizes; try to get national publicity.

## TEACHER INVOLVEMENT

Conduct a field trip. Invite a class from another discipline: art galleries, embassies, lectures, movies, restaurants can always involve some other areas. Work with the teachers to include bilingual aspects of the trip.

Show slides or motion pictures in the classes or at assembly programs.

Share maps and charts written in the foreign language with other departments to post in their areas.

Offer foreign language courses to interested faculty after school, or let them sit in on your foreign language classes.

Have teachers of other subjects point out the relationship of foreign language to their subjects (technical terms, etc.). Record these statements for recruitment--play them for principals and guidance counselors.

Ask the faculty to list the countries they visited last year, or in their lifetimes, and how many times they visited these countries. Ask them to comment on their experiences with the language.

Have all the foreign language teachers exchange classes (teach a German lesson to a French class, a Spanish lesson to a Russian class, etc.).

## SCHOOL INVOLVEMENT: INTERDISCIPLINARY ACTIVITIES

Show Chinese character writing and teach simple phrases in social studies class.

Hold a map study workshop with the social studies department. Make a comparison of the position of the United States on a (French)-produced map and one printed in the United States. Compare terms, names of countries, etc.

Videotape mini-culture dialogues or presentations. Offer these to the history classes for use when they are studying the area represented in the dialogues.

Hold current event sessions. Compare news articles about the same subject in an American magazine or newspaper and in a foreign newspaper. Pair foreign language students with non-foreign language students.

Study language families and etymology in social studies classes.

Do an in-depth study of other countries in social studies classes.

Study immigration in social studies class, featuring the contributions of foreign cultures.

Ask teachers of English and social studies to assign readings about foreign countries.

Teach cross-cultural gestures to groups of students in language arts, drama, and history. Teach foreign language expressions which go with the gestures.

Study foreign authors in English class.

Present a lesson on cognates to an English class. Perhaps have foreign language students make the presentation. Extend this into a workshop or mini-course on linguistics.

With the speech department, prepare the morning announcement. Include information about the weather, time, news, and special events in the foreign language.

Study foreign scientists in science class.

Teach a science lesson in a foreign language.

Teach the contributions of foreign mathematicians in math class.

Study foreign coins and measure in math class.

Prepare posters and discuss foreign art movements and artists in art class.

Make a temporary or permanent mural of some aspect of history or culture with the art department (e.g., cave drawings from Lascaux, streets of Paris, etc.).

Study foreign-built automobiles and hold a model car contest with the art and auto mechanics classes. Make labels and instructions in the foreign language.

Do foreign crafts in art classes (e.g., Mexican handicrafts that are used especially for festivals).

Provide the historical backgrounds on foreign composers to a music class. Put up posters of these composers labeled in foreign languages in the music room.

Study foreign folk songs and composers and their works in music class.

Hold band concerts with foreign music and visuals.

Present a series of lessons to a physical education class in foreign games and sports. Teach as much as possible in the foreign language—terms, names of positions, incidental game vocabulary, etc.

Make up a foreign language team (soccer, hockey, etc.). Challenge another department. Social studies classes involved in the study of South America or France will welcome a game of soccer, and students studying Canada could play hockey. Teach terms, players, positions, and cheers in the foreign language (Spanish—¡Vamos, vamos, triunfamos!; French—Allez les gars!; German—Ein zwei drei vier - vir send Nummer eins hier!)

Have a soccer match between foreign language classes.

Along with the music and physical education departments, direct some ballet students to demonstrate various steps and movements. Give the French terms and background of the ballet. This can be a part of a chapter of the French Theater.

Teach folk dances in physical education classes. Teach appropriate foreign terms and historical implications of the dances.

Plan short- or long-term activities with the home economics department: prepare native dishes, have an international meal, do metric cooking, set up a patisserie, creperie, taco shop, etc.

Prepare a fashion show in a foreign language with the home economics department and in connection with a study of "Haute Couture" in a French class. Have home economics and foreign language students prepare a fashion show to be presented at an assembly or as part of an international cafe.

Make posters for the home economics area identifying foods and utensils in different languages.

Teach an exploratory language class which supplements other courses.

Have the dietician prepare various foreign foods as part of the school lunch program.

## FOREIGN LANGUAGE INVOLVEMENT WITH THE SCHOOL

Display posters and books in the school library.

Invite other areas to participate in a period of foreign language board and card games. Provide the rules, expressions to use, and materials in the foreign language (e.g., Monopoly, Scrabble, Great City Game, Mille Bornes, etc.).

Have a department or club tea at which exhibits will be on display.

Have a foreign language banquet.

Have a foreign language fashion show.

Hold foreign cooking demonstrations.

Present skits in the foreign language at assembly programs.

Make an international cookbook.

Have a fair. Replicate the Mardi Gras, Oktoberfest, etc. Invite everyone. Have arts and crafts demonstrations, sports, music, drama, puppet shows, folk dancing, and lectures on foreign cultures.

Present a simulated radio program over the school PA system.

Publish and distribute a foreign language issue of the school paper.

Present a slide show in the school lobby.

Put up foreign language signs in the school.

## COMMUNITY INVOLVEMENT WITH FOREIGN LANGUAGE

Have students record brief announcements about Foreign Language Week, using the foreign language and English, for broadcast on local radio stations.

Make radio announcements of Foreign Language Week programs.

Have students arrange for their favorite disc jockeys to play popular music from foreign countries.

Ask local newspapers to take and print pictures of Foreign Language Week activities.

Publicize special projects, outstanding students, and newsworthy articles in the local newspaper.

Make requests to the editor of the local newspaper for one or more editorials on the importance of language study.

Solicit letters to the editor from well-known persons who favor the study of foreign languages.

Have teachers or students write short articles for publication in local newspapers.

Solicit foods editors of local newspapers to feature foreign recipes. These may be secured by having foreign language students contact residents who are natives of a foreign country.

Bring in an outside lecturer for an assembly program.

Arrange for a history student and a foreign language student to spend a weekend at the home of a foreign person in the area, perhaps to help with the babysitting or housekeeping. Have them make a dual presentation to the history and foreign language classes on their language and cultural experiences.

List former students who are continuing their study of languages in college.

Encourage present and former students who travel to write short articles while abroad, and send them to the local newspaper with photos.

Have exchange students tell of their experiences.

Prepare a mimeographed bulletin with statements from well known persons who favor the study of foreign languages.

Send requests to the local book review club to review a foreign language book of general interest.

Secure permission from local merchants, including grocers, to allow students to tag merchandise with labels in foreign languages.

Have exhibits in the show windows of local businesses.

Solicit the cooperation of community businesses and organizations to sponsor an "International Night."

Invite local businesses to display promotional posters.

Find someone in the community who will come into the school and teach a basic course on fencing.

Write to some major American food manufacturers and ask for free samples of foreign language packages.

## FOREIGN LANGUAGE SERVICES IN THE COMMUNITY

Have university students meet with groups from a local (Hispanic) community, visit commercial establishments, and update the community resource directory, so others in the area can benefit from community interaction.

Prepare bilingual materials for foreign visitors.

Have a blood drive. The New Jersey chapter of the Sociedad Honoraria Hispánica collected 400 pints of blood in five years, and won special recognition from AA Blood Banks for translating into Spanish New Jersey's literature on the Blood Centers.

Set up a foreign language "bank." Make a list of all the people in the community who can speak other languages, and make this list available to businesses and organizations in the community.

Arrange to have foreign language students speak and perform at meetings of local community service organizations.

Have students perform a community service to commemorate Foreign Language Week, such as planting an "international peace" tree in the park.

Schedule students to present skits, crafts, song and dance performances, and costume fashion shows at local shopping centers.

Schedule an evening program of short plays in foreign language to which the public is invited.

Address letters to parents of prospective high school students or to students themselves which set forth the value of foreign languages.

Invite parents of prospective high school students and parents of members to an open meeting of the language club.

Prepare displays for showcases in public health buildings, libraries, and community centers.

Sponsor a foreign film at a local movie house.

## GOVERNMENT INVOLVEMENT

Request the governor or county judge or mayor to issue a proclamation about Foreign Language Week.

Write letters to local, state, or federal governments about the value of foreign languages.

Write letters to government officials asking what they think about foreign languages.

Find out how foreign languages help the government to function.

## CAREERS

Write a résumé.

Have students fill out job application forms.

Conduct job interviews.

Have students find advertisements for jobs requiring another language.

Have career bulletin boards around the school.

Set up a career center in the library with the help of the librarian. Include information on the use of foreign languages in careers.

Invite business and industry personnel to speak at programs given in connection with Career Education Week.

Conduct field trips to see how others use foreign languages on the job (e.g., to hospitals, stores, government agencies, etc.).

Have a career evening for parents and the community. Arrange for a speaker to talk about languages and careers. Invite community members to speak—policemen, nurses, and firemen—to talk about the importance of foreign languages to their careers.

MISC.

Have a city, county, or state convention of foreign language students.
Sell buttons, bumper stickers, posters, tee shirts, etc. Use the money to buy materials for the foreign language department.

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## KERMESSE

Baird Hunter, University of Maryland

Who: All secondary school foreign language students and teachers, members of the local chapter of the Alliance Française, and community volunteers. Successful organization involves a committee, various subgroups, and chairmen to coordinate their separate efforts and activities.
Where: grounds of the Chrysler Museum in Norfolk, Va.

The kermesse or French fair is an annual celebration of America's mixed ethnic heritage and of Tidewater's nationally mixed population. The metropolitan area has attracted new foreign businesses whose employers have enlarged the foreign population already based here through NATO and several other organizations. It honors those in the community who are foreign-born and those who are actively involved in learning another language and culture. It provides an afternoon of cultural entertainment for the community at large.

The Alliance Française sets aside funds in its annual budget for the kermesse. Contributions from interested members of the community and local businesses are solicited. Different language clubs at different schools raise money throughout the year to finance their activities and participation; some of the games, events, booths, and activities at the fair require entrance fees or tickets. So far, local government funding or school budget support has not been secured. Expenses include publicity, security, decorations, and construction of various booths.

Even relying on the valuable experience of past leaders and knowledge gained from past fairs, the committee chairmen face hard tasks for several months. Locating volunteers and coordinating their activities and efforts require time and patience. Committees include location and facilities, publicity, businesses and merchants, decorations, tickets, refreshments, etc. In addition, for each participating school system a junior high chairman and a senior high chairman are selected. Actual committee work extends over several months, while work with the students tends to be concentrated in a two- or three- week period just before the fair.

Below are some of the activities presented at the fair:

Passport: At the entrance to the fair is a booth where all visitors must stop and fill out a "passport application." The information is transferred to a small mimeographed "passport" in booklet form. A student with a Polaroid camera offers to take passport pictures for 50¢. The visitors are reminded to have their passports stamped at each stop at a booth or other event. In addition, the passport numbers are used in drawing for door prizes throughout the afternoon.

Signs: All directions and other signs are written in French. There are "gendarmes" stationed throughout the fairgrounds to help visitors. A Bureau de Renseignements handles all problems and answers many questions.

Travel Agency: A popular booth is the travel agent's desk, manned by student volunteers who answer questions about the fair and by professional travel agents who have brought commercially-prepared pamphlets and brochures for those adults seriously interested in traveling to France. It is not difficult to locate an agency willing to donate time, material, and staff in exchange for such exposure to an interested public. Also, French companies such as Air France and the SNCF are more than willing to send pamphlets and brochures as well as large decorative posters. The local Consulate also provided materials. Festival organizers should check with diplomatic embassies in Washington, DC and New York.

Publicity: In addition to contacting the newspapers for coverage of the actual event, committee chairmen ask the local radio and TV stations for air time; as a non-profit community event, the Alliance Française is able to obtain free broadcast advertising. Publicity also includes thousands of posters, flyers, and bumper stickers. The organizers of the fair appear on several local morning talk shows to publicize the event.

Construction: Volunteers are needed the day before the fair to build the booths, erect signs, put up fences and dividers, set up tents, etc.

Games: Many of the games commonly found at amusement parks and state or county fairs can be offered. Tickets are sold to cover the expense of building the booths and buying the prizes. Suggestions include cake walk, ring toss, guess the number of marbles in a jar, guess weight, height, or age, wheel of fortune, and various target games using bean bags.

Sports: If soccer is included as a school sport, festival directors may arrange to have two teams play each other in an area near the fair. These might well be teams from different cities or school systems who don't normally compete; this extra competition could attract spectators. The festival in Norfolk always includes boules. Several local participants have equipment that they lend to festival organizers. There is also an amateur boules club in the area which demonstrates the sport to the curious and teaches the basics to those interested in learning to play. A recent addition to the fair has been the Tour de France. Students and adults enter the bicycle race and compete for prizes. Next year we hope to find a bicycle shop willing to donate a French bicycle as the first prize. If a donor is not found, perhaps bicycle dealers would be willing to participate by bringing their products to demonstrate; they are not likely to turn down this free advertising! In the future, the students may wish to seek out sponsors as the French racers do. Money thus raised can be used to defray the costs of the fair. Any surplus can be contributed to a scholarship fund.

French Goods: Students from area schools sign up in advance and assume responsibility for booths or stands selling different products or items associated with French-speaking nations. These may include "marchands de fleurs," "bouquinistes," "couturiers" (who sold T-shirts emblazoned with French slogans and expressions), "boulangers," and "patissiers." Check local health laws before committing students to selling bread, cake, pastry, etc. in a public place.

Music and Dance: Area schools, music stores, and residents provided records which are played during the course of the fair to add to the festive atmosphere. In a corner of the fairgrounds, a group of students performed the can-can which they had learned after school. They wore authentic costumes which were made by parent volunteers. In another area, students organized an outdoor discothèque which was a tremendous success. French "rock" music was occasionally mixed with American hit songs.

French Food: Local restaurants agreed to participate in the festival. All food preparation and service was in compliance with local health regulations. The booths were set up as "cafes" or "bistros." Items served included coffee, tea, soft drinks, ice cream in cones and sundaes, cake, pie, and pastries, crèpes of different varieties, different kinds of sandwiches, and quiches. Wine could not be sold according to state law.

Foreign Films: In connection with the festival, foreign films might be shown at a local school. Films are available from local school system media centers, state departments of education, textbook and material companies, and cultural embassies. Admission may be free, or spectators may be asked to buy tickets. If the projected audience is large enough, local theaters may be persuaded to screen foreign films during the week prior to the festival.

Museum Tours: The annual fair in Norfolk is held on the grounds of the Chrysler museum; although the museum is of moderate size, it contains an impressive collection. Volunteers can conduct tours in several languages. On the day of the fair, English and French-speaking guides lead people through the collections. Because the museum receives many other collections on loan, perhaps a special collection from a French-speaking area can be scheduled for the time of the fair.

Art Show and Auction: This may be a useful suggestion for raising money. Outstanding works by local artists can be displayed, as along the Seine. Later they can be auctioned off along with other works of art contributed by members of the local community.

Fashion Show: Last year a large department store was willing to sponsor an outdoor fashion show. The theme was wearing apparel for traveling to France in the spring and summer. There was no admission; it was open to the public. A variation of this idea would involve a smaller specialty shop selling high-fashion clothing. The latest styles of the French couturiers could be presented at some time prior to the fair. It could be held in a club, a museum, or a restaurant. If organized as a benefit event, receipts from ticket sales could go toward scholarships. Organizational efforts for this activity are great, but merchants seem willing to participate and profit from the free publicity and advertising.

Raffle: I would like to see a festival official organize a raffle, in addition to the door prizes awarded to those who attend. It would involve selling tickets throughout the community, all profit going to a scholarship fund. Items solicited from local contributors would, of course, be French: Renault car, Peugeot bicycle, moped mini-bike, Cuisinart food processor, Le Creuset Cookware, French perfume and after shave, designer clothing, baked goods from a French bakery, a meal in a French restaurant, French cookbook and cooking lessons, tickets to travel to a French-speaking nation, etc. Some of these ideas may be beyond the scope of a smaller fair or one in its first year of operation. Many other more realistic French items can be added to the list; most will be donated by local businesses although some, by law, will need to be purchased by the festival organizers, albeit at a special price. The key to securing donations is publicity, so include free advertising on the raffle tickets, in all announcements on public media of the raffle, throughout the day at the fair, and again at the time of the raffle drawing.

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## A SPANISH AND LATIN AMERICAN EVENING IN A JUNIOR HIGH SCHOOL

Verena Maethner-Shoop

Students at Arbor Heights (NE) Junior High School were asked to enumerate their ideas and suggestions on what types of foreign language projects and activities they would like to see conducted in their class. On top of the list were food preparation, crafts, and cultural happenings. In keeping with the wants and likings of the students, an evening was designed incorporating their desires. General goals for the project were: to encourage students to use their skills in the areas of communication, imagination and creativity, organization, music, art, and culinary preparations; to create a positive attitude toward bicultural involvement; to promote working relations, positive self-concept and self-expression among students; to get every student involved; and to include parents and have them actively participate in the Spanish and Latin American evening.

Once the concept of the "Fiesta" was decided upon, committees were formed. They included:

Food
Hostess and Host
Bingo
Gong Show
Dancing
Paperwork
Placemats
Stage Crew
Posters
Piñatas
Music
Set-Up
Clean-Up
Decoration
Cookbook

For two months, committee meetings were conducted before school every morning from 7:30 to 8:00. As coordinator, the teacher was always present, guided, directed, and offered advice. Knowing the abilities of the students, the teacher was able to guide their skills in such a way that each person felt useful. If they were unable to work on the writing of a script, they took pride in taking "sombrero" name tags home overnight to cut them out. Within one week, all the place mats, Bingo mats, Bingo markers, and "sombrero" name tags were ready: those projects had been worked on by individual students on their own time. Three Fridays, and Monday through Thursday of "Fiesta week" were utilized to work on items in class. All other work and committee meetings took place before school, at home, or after school.

The following outline is a guide for division of responsibilities:

(1) Scheduling the event. Consult your principal and the school activities calendar.
(2) Use of chairs and tables. If you want to create an intimate atmosphere, round tables and assembly chairs, which your school may have at hand, lend themselves to harmonious arrangements.
(3) Use of school supplies. Check with your administrative staff. If you can sell your project, administrative personnel can be very supportive and cooperative.
(4) Use of cooking facilities and utilization of cafeteria silverware. Consult your food services supervisor. For some extra pay, one of the cooks of the school food services can be hired; this will prove to be an invaluable asset in helping students set up the buffet, use ovens, dishwashers, and other cafeteria equipment.
(5) Sound system and spotlights. Your music or theater department will make this equipment available to you.
(6) Arrange for help from custodians in set-up of stage, sound system, chairs, and tables.
(7) Obtain videotape equipment. Students are highly responsive to this visual means of evaluation.
(8) Arrange for educational news coverage from the local paper.
(9) Remain overall coordinator, adviser and director. Once enthusiasm for the project is instilled in students, you cannot afford to let them down. Listen attentively to their ideas and suggestions, and be available.

The following paragraphs contain descriptions of the student committees and their duties:

## PAPERWORK COMMITTEE

This committee was responsible for the design of the evening program and the invitations. By a specified date, one page of the two-page invitation was returned to the teacher indicating the precise number of people planning to attend. Parents were asked to bring the second page of the invitation on the night of the "Fiesta," which was used as a raffle ticket.

## FOOD COMMITTEE AND FINANCIAL SUPPORT

The students on the food committee decided on the distribution of salads, main dishes, and desserts. Each individual on the food committee (forty-seven students in total) was

responsible for bringing one Spanish or Latin American dish for the evening. In addition, the students had collected more than fifty dollars to purchase additional food, since no entrance fee was charged. Each class elected a treasurer who collected a minimum of twenty-five cents per student. If students desired, they could donate more.

Beside the student support, financial sponsorship for Mexican food was obtained. Some students had contacted local Mexican restaurants, familiarizing them with the project. The community was very willing to give donations.

## DECORATIVE MATERIALS

On the night of the "Fiesta," the school cafeteria had a different character. Streamers, lanterns, table decorations, travel posters, pinatas and big "ojos de Dios" created the desired cultural milieu. To further enhance the decoration , posters were displayed that had been created by the students earlier in the year when a poster contest with the general theme "Why study a foreign language?" had been initiated.

Throughout the preparation for the "Fiesta," the willingness of students and parents alike to donate and share items was remarkable Students who had traveled abroad contributed colorful paintings of bullfights and authentic Mexican piñatas. Those who had not traveled were willing to provide paper cups, napkins, streamers, and to photocopy material.

Bottles were painted and filled with multicolored paper flowers which the students had made. Other table decorations included "sombreros" with "ojos de Dios," fresh flowers, and small streamers. Beside centerpieces on each table, the students had created their own Spanish flag placemats. In the center of the flag was a map of Spain which showed one particular city. If parents wanted to know where they were in relationship to other cities, they needed only to look at the 7' X 5' map of Spain on the south wall, indicating all major cities. A group of students had drawn this map.

## HOSTESSES AND HOSTS

One student compiled a tape with Hispanic dance music, classical guitar, and bullfighting songs. It was to this music that the guests were welcomed by hostesses and hosts. The male students wore white pants, white shirts, and red bandanas, portraying the outfits worn by Spanish men during Pamplona's Running of the Bulls (San Fermín Festival). The female students wore long, midi, or short dresses with white snowball flowers pinned to their outfits. In addition, hostesses and hosts wrote out "sombrero" name tags, handed out the evening program, and seated the parents. Food was served buffet style. Serving tables were placed in such a way that some of the students could work with ease from the kitchen to replenish the food. At the end of the food line, hostesses served tropical punch.

## ENTERTAINMENT

Two students strolled from table to table playing violins. While they played, other students were selling a cookbook they had prepared based on the recipes for the food that was served. The cookbook sold for twenty-five cents. The profits were used to pay for the candy used in the pinatas.

The evening program started with a Spanish "Gong Show." Students had written their own scripts. A master of ceremonies, three celebrities, and contestants with varying skills ranging from musical (vocal and instrumental) to dancing performances showed their talent. The show was interrupted by a short commercials.

Next, a "Special Broadcast" was featured. Six gymnasts, who called themselves the Gonzales family, performed floor acts to Mexican music.

Bingo was next! Two students called off the numbers in Spanish. The rest of the students helped their parents, since it was the parents who played — and won. One student had drawn two Bingo sets on one ditto master, and others filled in the numbers on more than four hundred Bingo mats. Prizes were of two kinds: the first was an authentic Mexican piñata. The second was on old-fashioned scroll (brought out by two students) stating that the parent would receive five free Spanish lessons from his/her child.

In keeping with the program, students playing classical pieces on their guitars and the "Raspa" dancers were next. Four couples were on stage for the "Raspa" act. After their performance, each dancer went out into the audience and selected a parent, brought him/her on stage, and taught the simple version of the "Raspa".

AWARDS

At this point, some of the outstanding Spanish students were presented with diplomas by their teacher.

As a final act, a Mexican piñata was raffled off. In addition, three other names were drawn, and those parents had a chance to break student-made piñatas. Everyone gathered in a circle, eager to be the first to grab the falling candy. If a parent missed the piñata with three strikes, the bat went to a child standing in the circle.

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## PRACTICE MAKES PERFECT

Barbara Sposet, Brooklyn (OH) High School

The foreign language department of Brooklyn High School celebrates Foreign Language Week with a Language Olympics. Teams of 10 students representing each language, participate in five games: the soccer knee race, a board race (using expressions in the target language), pass the banana, spoon and potato race, and the three-legged race. The first-place team receives 25 points, while 15 points are awarded to the second-place team and 10 points to the third-place team in each category. The team with the most points has its language engraved on a plaque commemorating the event which takes place in the school cafeteria during the last period of the day and before all language students in grades 9-12.

Films play an important role in the week's activities. One selection can be shown to all language students, thus exposing them to another culture. Individual films can be shown in French, German, and Spanish on three consecutive days to students studying those languages. Some films that have been particularly successful are: El Cid, Symphonie Pastorale, the French Can Can, Lazarillo, and Captain Kronk.

Traditionally, the middle of the week is reserved for the smorgasbord dinner when students supply a variety of main dishes, desserts, salads, and vegetables while the Language Clubs provide the beverages.

The culminating event to the Week is the International Fair cosponsored by American Field Service. Various school clubs pay a $7 entry fee to set up a booth in the cafeteria to earn money for their organization. Among the entries are the German Club's Beer Garden, complete with polka band and scheuplatten dancers performing on the dance floor, and the French Club's Ice Cream Café, featuring homemade sauces by the club's adviser. The fair, held from 6 to 10:30 p.m. and open to the public, brought in over $800 last year.

Alternating every other year but in conjunction with the fair is the Cultural Fair. Every foreign language student is asked to do a project from one of 10 possible categories: costumes, games, maps, literary, woodcrafts, models, arts and crafts, ceramics, embroidery, and hooked rugs. The project is announced immediately following Christmas vacation. As the project, by mutual consent of the entire department, was to count for one-fourth of the current quarter grade, various checkpoints were established by the individual teacher to insure constant progress. When the project is submitted, the student has to include an entry form. For higher level students, the description of their project is done in the target language.

Entries are judged, and first, second, third place and honorable mention ribbons are awarded. Parents are invited to view the entire collection of 200 plus projects.

The foreign language department also sponsors a poster contest, where students compete for one $10 and two $5 prizes. Some of the winning slogans have included:

Come Join the Worldly Crowd at the International Fair
El Amor es lo Mismo en Cada Lengua
Happiness is Speaking Spanish during International Week
Wish I Were at the International Fair (Ziggy on moon looking at star)
Have a Roaring Time at the International Fair (with lion)
Fly with Me to the International Fair (man in balloon, three dimensional)
Close Encounters of the Foreign Kind
Be Wise, Visit the International Fair (with owl)
Quien Mucho Duerme no Puede Ir a la Feria Internacional

In the past, we have had panel discussions for the entire school as well as an exchange day where members of the American Field Service from countries representative of the languages taught visit for the day, furthering students' cultural understanding and awareness.

The school paper can be used to promote the week by allowing one page for stories written by and in the foriegn language. Last year our school paper contained one page of pictures of the various activities.

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